



Challenge: Anxiety & Alarm

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

<https://www.cebmmember.ca/alarm-and-anxiety>



What are the behaviors that you see?	Suggested Interventions:	Understanding 'WHERE' this might be coming from:	Practices to AVOID and WHY
<p>In the Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wants to keep personal belongings with them vs placing them in their locker <input type="checkbox"/> Struggles to come into the classroom <input type="checkbox"/> Does not give eye contact when greeting <input type="checkbox"/> In their 'own bubble,' seek to be covered, feel others are 'looking at them' <input type="checkbox"/> Struggles to attend to task and to retain information <input type="checkbox"/> Does not 'tune in' to peers- looks at them from a distance <input type="checkbox"/> Chews on objects, clothes, bites nails <input type="checkbox"/> Struggles to follow daily routine – uncertain <input type="checkbox"/> Requires repeated prompts & reassurance to follow simple requests <input type="checkbox"/> Struggles to begin and complete academic tasks <input type="checkbox"/> Becomes overwhelmed when asked to do multi-step tasks <input type="checkbox"/> Shuts down in the face of uncertainty <input type="checkbox"/> Has emotional outbursts in the face of uncertainty <input type="checkbox"/> Fatigues easily <input type="checkbox"/> Flat affect/numbness <input type="checkbox"/> Retreats to small enclosed areas <input type="checkbox"/> Bolts out of the room when triggered <input type="checkbox"/> Feels insecure when substitute teachers are present 	<p>Tiers 1 & 2 practices: In the Classroom: https://www.cebmmember.ca/practices-in-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections <input type="checkbox"/> Establish and follow structured routines – predictability helps them feel safe and know what is expected of them <input type="checkbox"/> Use a visual schedule – this provides security and predictability <input type="checkbox"/> Keep them in close physical proximity to the adult – helps to reassure and intervene quickly <input type="checkbox"/> Create a securing experience – ex. Personalized photo album, soft music, fidget of choice, dim lighting, something to focus on <input type="checkbox"/> When doing groupwork, strategically choose groups to surround them with students who will support them <input type="checkbox"/> Breakdown tasks into manageable steps – name your belief in them, 'that they can do this!' <input type="checkbox"/> Allow additional time to process teacher requests <input type="checkbox"/> Provide support at short intervals to reassure and/or redirect <input type="checkbox"/> Notice, name and recognize efforts – focus on small steps <input type="checkbox"/> Have a Puzzle Area and/or Quiet Activity Area within the classroom <input type="checkbox"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. <input type="checkbox"/> Provide a journal to be a pen pal with the teacher. This personalized context primes connection and helps the student feel safe. <input type="checkbox"/> Establish a Cocooning Area where student can retreat to <input type="checkbox"/> Matchmake this student to the adults who are caring for them – build a village of attachments <input type="checkbox"/> Bridge any separation from one time of connection to the next <input type="checkbox"/> Consider alternate arrangements when substitute teacher is present. 	<p>❖ Child may name that they are anxious, worried, but not know 'why'</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facing too much separation from caregivers – attachments may not be deep enough for them to feel secure <input type="checkbox"/> Misses parent(s) and struggles to move forward with their day <input type="checkbox"/> Alarmed and overwhelmed with school experience – too much is happening or being asked of them. <input type="checkbox"/> Not feeling safe <input type="checkbox"/> Lack of secure attachments with adults at school <input type="checkbox"/> Immaturity in emotional development due to age <input type="checkbox"/> Immaturity in emotional development due to emotional stuckness <input type="checkbox"/> Adverse family conditions <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Diagnosed conditions <input type="checkbox"/> Hypersensitivity, hyposensitivity <input type="checkbox"/> Sensory Issues, ASD 	<ul style="list-style-type: none"> <input type="checkbox"/> Incentive charts, rewards and behavior contracts <ul style="list-style-type: none"> <input type="checkbox"/> Focus on child's struggles rather than their good intentions and efforts <input type="checkbox"/> May increase disengagement <input type="checkbox"/> May increase alarm & anxiety <input type="checkbox"/> Make the relationship contingent on performance <input type="checkbox"/> Time Outs - Increase separation alarm <input type="checkbox"/> If using the agenda to report behavior, be selective. Begin with positive, name challenge and solicit ongoing efforts. <p>For more details please see: https://www.cebmmember.ca/common-practices-to-avoid</p>
<p>In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refuses to leave the classroom for other subjects or to go with other adults <input type="checkbox"/> Refuses to go outside for recess <input type="checkbox"/> When away from their classroom or outside, will flee back to their 'Safe Place' or other (usually the same place) <input type="checkbox"/> Walks alone, doesn't join into games with peers <input type="checkbox"/> Startles easily when surrounded with different stimuli in their proximity 	<p>Tiers 2 & 3 practices In the School/On the Playground: https://www.cebmmember.ca/practices-outside-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time' <input type="checkbox"/> Have targeted intervention materials available for use in Technician Room – Develop a Personal Tool Kit <input type="checkbox"/> Predictability – have organized games during recess and lunchtime, this will help them anticipate what they will be doing <input type="checkbox"/> Participation in 'interest clubs' with adult supervision – generally easier for them to manage being in small groups than large groups in open areas. 	<p>Tier 2 & 3: Interventions with Support Staff and/or Professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly <ul style="list-style-type: none"> <input type="checkbox"/> Check-Ins/End of Day Recap <input type="checkbox"/> Emotional expression activities <input type="checkbox"/> Personalized Project a venue for building, creating, trying things out <input type="checkbox"/> Introduce sensory materials <input type="checkbox"/> Share information with other members of the school team, including daycare team 	<p>Suggestions to help big emotions come out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Project they can carry with them and engage in in different locations <input type="checkbox"/> Journal to write, draw, doodle <input type="checkbox"/> Encourage various types of physical exercise

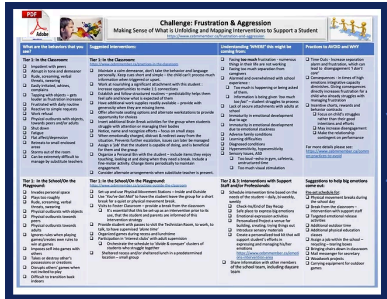


Maximizing the use of the “Challenges Placemats”- A tool to help prime observation, reflection, discussion and sound intervention strategies to support students with challenging behaviors

Teacher

Support Staff

Administrator

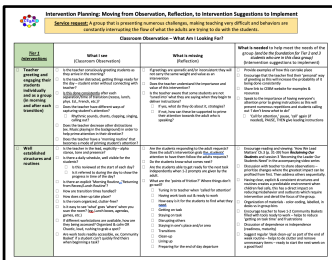


- ✓ At the start of the school year, as you prepare for your new group – review the different areas of your room, do you have different spaces that will meet the needs of your diverse group?
- ✓ You’ll be welcoming a student whose challenges you’re not sure how to address – the placemat can be a starting point for recommended intervention resources and interventions.
- ✓ Reach out to your support staff and Complementary Services Team members for support when needed.
- ✓ During the year, you have a student whom you find challenging and need new ideas to help them – see what you have in place, what can be added or used differently.

- ✓ At the start of the school year, as you prepare for the new students that you’ll be supporting – review the placemats and do an inventory of the tools and strategies that you have at your disposal for intervention. Prepare & create new tools to add to your existing resources.
- ✓ When faced with challenging students, take the time to observe their behaviors, hear their needs and frustrations, speak with the other adults working with them and together decided on interventions and support that you can put into place – the placemats can provide a common ground which to start the discussion – everyone has a role to play to support this student.

- ✓ At the start of the school year, review and share the placemats with your teachers, support staff and daycare staff – they provide a wide range of insight on different challenges along with recommended intervention strategies within the classroom, the school and the playground.
- ✓ Have a team discussion, review which strategies are in place, which could be added to best meet the needs of your students.
- ✓ When faced with complex and challenging situations – refer to the placemats as a tool to bring each member of the team together, to identify what they are already doing, what is working, what is not working and decide together what will be the next intervention strategies to be put into place to support this student.
- ✓ Invite your Complementary Services Team Member(s) to join in the conversation when you feel the need for additional support.

Complementary Services Team Member



- ✓ At the start of the school year, review and share the placemats with your school teams. There is great benefit in a ‘refresher’ to support them as they prepare for new students. People often repeat past intervention strategies because they were familiar. They can benefit from brainstorming and discussions to improve the services and the support which they offer, particularly to their students with behavior challenges.
- ✓ When asked to support specific students – the placemats can be a tool to help take inventory of the strategies being implemented, assess what is working and not working. From there it becomes easier to see in which direction new interventions should be considered, discussed, decided upon and then implemented.
- ✓ As an additional support for Complementary Services Team members, please see the [Intervention Planning: Moving from Observation, Reflection, to Intervention Suggestions to Implement](#) document.